

3 rd grade: Aligned with Literacy Lesson 9		
Week 10		Activities/Materials/Resources
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		
Essential Question How has technology changed our community? Guiding Question: 1. How do new inventions cause people’s lives to change?		
Social Studies Focus :	Literacy Focus:	
The impact of technology on communities.	Skill: Cause & Effect Strategy: Monitor & Clarify Genre: Realistic Fiction, Informational Text Writing: Informative: Opinion	
Writing:	Vocabulary :	
One of the most important inventions ever is.....Provide support for your chose.	Technology Invention	
ASSESSMENT:		Note: Research presentations will continue into following week.
Research – How does technology change communities? (Focus: Why was it needed?) (Refer to Invention Lesson) Choose a piece of technology. Who developed it? How does this invention help people? How do you think this invention changed the way people live? Would you consider this a successful invention? Why or why not? How has this invention changed since it was first invented? Groups will present their findings to the class. Choose a method for these presentations. i.e. poster		

STANDARDS**Social Studies**

G.3.3.1: Discuss different types of transportation and communication links between communities

H.6.3.8: Compare *artifacts* from events in various periods of history

H.6.3.9: Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones)

H.6.3.10: Examine land development and its impact on a community

Common Core:**Reading Standards for Literature**

CC3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC3RL3 Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.

CC3RL6 Distinguish their own point of view from that of the narrator or those of the characters

Reading Standards for Informational Text

CC3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC3RI2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC3RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

CC3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC3SL1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC3SL1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC3SL1c Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.

CC3SL1d Read grade-appropriate irregularly spelled words.

CC3SL2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

CC3SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

CC3SL4a. Read on-level text with purpose and understanding.

Writing Standards

CC3W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

CC3W1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CC3W1b Provide reasons that support the opinion.

CC3W1c Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

CC3W2b Develop the topic with facts, definitions, & details.

CC3W2c Use linking words & phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information

CC3W2d Provide a concluding statement or section

CC.3.W.3.d. Provide a sense of closure.

CC.3.W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

3 rd grade: Aligned with Literacy Lesson 10		
Week 11		Activities/Materials/Resources
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		
<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How has technology changed our community? 2. Do events and actions of the past influence the present or future? <p>Guiding Questions</p> <ol style="list-style-type: none"> 1. How did the inventions of Thomas Edison make life easier in our community 2. Who explored Arkansas and what did they discover and accomplish? 		<p>Weekly Correlated Lessons:</p> <p>Inventors Lesson</p> <p>Continue class presentations of inventions from Week 10 (Lesson 9). Use this week's basal story "Young Thomas Edition" to discuss inventors and what character traits inventors may possess.</p> <p>Journeys T384 "Young Thomas Edison"</p> <p>CLLG 58 Main Idea and Details</p> <p>Student Books 350-352 "Moving Pictures"</p>
Social Studies Focus :	Literacy Focus:	
Technology--Inventors Explorers	<p>Skill: Main Ideas & Details</p> <p>Strategy: Summarize</p> <p>Genre: Biography, Informational Text</p> <p>Writing: Informative/Opinion</p>	
Writing:	Vocabulary :	
Write about which of Thomas Edison's inventions you think was most important. Provide information to support your opinion.	<p>Inventions</p> <p>Technology</p> <p>Thomas Edison</p>	<p>Explorer</p> <p>Religion</p> <p>Claim</p>
ASSESSMENT:		
Write about which of Thomas Edison's inventions you think was most important. Tell about the invention and include details describing the invention. Explain why the inventions were so important.		<p>SS pp 170-175 – Inventions in Communities</p> <p>SS AR pp 14-17 – "Early Arkansas"</p> <p>SS pp 196-198- "Building Communities"</p> <p>Classroom Library---Biographies Explorers</p> <p>Explorers Lesson (Use the following explorers)</p> <ul style="list-style-type: none"> • Hernando DeSoto • LaSalle/ DeTonti • Marquette/ Joliet <p>Background Explorers</p> <p>Use suggestions from the Explorer Web Quest to teach about the explorers above. If time is limited, share information about each explorer and have student complete one activity from the webquest or have them do the Explorers Wanted Poster. Examples can be found in link under Additional Resources.</p> <p>Webquest</p> <p>http://questgarden.com/34/13/7/061005130239/index.htm</p> <p>Powerpoints</p> <p>Explorers Powerpoint</p> <p>Ponce de Leon and Hernando Desoto</p> <p>Hernando Desoto</p>

	<p>Websites: LaSalle's Adventure http://www.txarch.org/Kids/lasalle.html Jacques Marquette/Louis Jolliet http://library.thinkquest.org/4034/marquettejolliet.html http://library.thinkquest.org/6297/aboutour.htm http://www.pccua.edu/keough/marquette_and_joliet.htm Rene-Robert Cavalier Sieur de LaSalle http://library.thinkquest.org/4034/marquettejolliet.html Hernando De Soto http://library.thinkquest.org/J002678F/de_soto.htm http://library.thinkquest.org/6297/aboutour.htm Explorer Biographies</p> <p>Additional Resources: Explorer Web Quest- http://questgarden.com/34/13/7/061005130239/index.htm Webquest—2nd Webquest on Explorers http://questgarden.com/34/13/7/061029062107/ Explorers Wanted Poster Interactive Site http://oakdome.com/k5/lesson-plans/word/explorers-wanted-poster-lesson-plan.php Explorers Word Wall</p>
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STANDARDS**Social Studies**

G.1.3.3: Discuss the characteristics that define a region

G.1.3.7: Identify 7 continents

G.1.3.11: Explain the purpose of a physical map

H.6.3.6: Recognize individuals who contributed to the common good of society(e.g., Rosa Parks, Susan B. Anthony, César Chávez)

H.6.3.7: Analyze a *timeline* that illustrates selected historical events

H.6.3.8: Compare *artifacts* from events in various periods of history

H.6.3.9: Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones)

H.6.3.16: Identify explorers

- Hernando DeSoto
- LaSalle/ DeTonti
- Marquette/ Joliet

E.9.3.9: Define import and export

Common Core:

CC3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC3RL3 Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.

CC3RL4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CC3RL6 Distinguish their own point of view from that of the narrator or those of the characters

Reading Standards for Informational Text

CC3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC3RI2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC3RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

CC3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC3SL1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC3SL1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC3SL2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

CC3SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

CC3SL4a. Read on-level text with purpose and understanding.

Writing Standards

CC3W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

CC3W1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CC3W1b Provide reasons that support the opinion.

CC3W2b Develop the topic with facts, definitions, & details.

3 rd grade: Aligned with Literacy Lesson 11		
Weeks 12/13 Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<p>Essential Question</p> <ol style="list-style-type: none"> How do we know what really happened in the past? How and why do we celebrate holidays? <p>Guiding Questions</p> <ol style="list-style-type: none"> What challenges do people have to overcome to settle into an area? What was America's first permanent settlement? What is Veterans Day? What does it mean to be patriotic? 		<p>Weekly Correlated Lessons</p> <p>Important Dates in the Lives of Arkansas Natives Lesson</p> <ul style="list-style-type: none"> Arkansas Natives PowerPoint Timeline Event <p>Wall of Peace/ Tribute to all Veterans Lesson (Use this lesson on Veterans Day)</p> <ul style="list-style-type: none"> Veterans Day PowerPoint Veterans Day Resource <p>CLLG MINILESSON Fact and Opinion p. 60</p> <p>Jamestown Questions and Answers (Use to share information and discuss the site of Jamestown and challenges the settlers faced. Discuss problems that the swamp may have caused.</p> <p>Pocahontas Saved the Jamestown Settlers: Fact or Opinion Lesson</p> <ul style="list-style-type: none"> Pocahontas Image Pocahontas Time line Pocahontas Read Like a Historian Background Information Pocahontas <p>SS text pp – 290-291,293 – Patriotic symbols, flag etiquette SS text pp – 342 – 343 – Mayo Lin, Designer of Vietnam Memorial SS pp. 200-201 – Timeline of the Jamestown Colony</p> <p>Additional Resources</p> <p>Pocahontas Read Like a Historian Lesson—(Great lesson using primary sources)</p> <p>Historic Arkansas Museum, online resources (www.historicarkansas.org) Earliest settlers of Arkansas</p> <p>Jamestown Online Adventure http://www.historyglobe.com/jamestown/</p>
Social Studies Focus :	Literacy Focus:	
Veterans Day Jamestown Colony The "True Story" of Pocahontas	Skill: Fact & Opinion Strategy: Question Genre: Biography, Informational Text	
Writing:	Vocabulary :	
Fact and Opinion Paragraph Veterans Day or Jamestown Defend opinions with facts obtained from primary sources	Patriotic symbol Settlement Slavery Monument Conflict Memorial Settler Anthem Claim Veteran	
ASSESSMENT:		
<p>Ask students to write a paragraph giving their opinion to the following question "Is it important to keep honoring our veterans? They will need to support their opinion with facts they have learned about Veterans Day. These will be used to complete Build the Wall of Peace in the lesson.</p> <p>The students will answer the question: Do you think the people of Jamestown would have survived in the new world without the help of Pocahontas? Use evidence from the reading and Part 2 of Pocahontas Lesson.</p>		

STANDARDS**Social Studies SLEs:**

C.5.3.1: Examine the significance of national symbols and the role they play in fostering effective citizenship (e.g., National Anthem, Liberty Bell, Pledge of Allegiance, American Flag, Statue of Liberty, United States Constitution)

C.5.3.4: Discuss the proper etiquette for the American flag

G.1.3.3: Discuss the characteristics that define a *region*: takes up area, has boundaries, has special features

G.3.3.2: Describe human settlements (e.g., cities, towns, communities, villages)

G.3.3.3: Describe how people affect and alter their environment (e.g., farming, building dams, environmental lighting, irrigation, pit mining)

H.6.3.11: Identify Jamestown as the first permanent American settlement

H.6.3.12: Discuss John Smith's role and influence in the establishment of a self-sufficient settlement in Jamestown

H.6.3.15: Identify the modes of transportation in westward movement (e.g., wagons, horses, railroads)

H.6.3.19: Identify similarities and differences among the American Indians and Pilgrims: housing, clothing, foods, traditions, tools

Common Core**Reading Standards for Informational Text**

CC3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC3RI2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC3RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

CC3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC3SL1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC3SL1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic)

Writing Standards

CC3W2b Develop the topic with facts, definitions, & details.

CC3W2c Use linking words & phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information

CC3W2d Provide a concluding statement or section.

CC.3.W.3.d. Provide a sense of closure.

CC.3.W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience

3 rd grade: Aligned with Literacy Lesson 12		
Weeks 13 and 14		Activities/Materials/Resources
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		
Essential Question 1. How do we know what really happened in the past?		Weekly Correlated Lessons: The Thirteen Colonies Lesson <ul style="list-style-type: none">• Smartboard Colonial Life• Smartboard Colonial Life and the Thirteen Colonies• 13 Colonies PowerPoint• Interactive Website—Two Families http://amhistory.si.edu/house/thishouse/pastinhabitants.asp Journeys—CLLG MINILESSON Story Structure Use books with stories about life in the colonies to identify the plot (problem, events, solution)
Guiding Questions: 1. Why were the each of the 13 colonies established? 2. What was life like in each of the colonies?		
Social Studies Focus :	Literacy Focus:	
Thirteen Colonies	Skill: Story Structure Strategy: Visualize Genre: Realistic Fiction, Poetry Writing: Narrative Imaginative	
Writing:	Vocabulary :	
Use information you have learned about life in the colonies and imagine that you are living in one of the colonies and write about a day in your life.	Freedom Independence 13 Colonies Colony Constitution Southern New England Agriculture Revolution Middle Colonies Artifacts	
Assessment		SS text pp – 204-205 – “Fighting for Freedom” SS text pp – 210-211 – “Franklin and Jefferson” Create a class chart as you view the PowerPoint presentations and use other sources to find out about life in the different colonies. Record why people came to the colonies as well. Divide chart into Middle Colonies/Southern Colonies/New England
Use information you have learned about life in the colonies and imagine that you are living in one of the colonies and write about a day in your life. It should demonstrate an understanding of what life was like for the settlers of in the early colonies. You may be from the Middle Colonies, Southern, or New England. Use the website and/or information from other sources used.		
Map Questions and Research Questions		Additional Resources/Activities Historic Arkansas Museum – online resources www.historicarkansas.org

STANDARDS**Social Studies SLE's**

H.6.3.7: Analyze a *timeline* that illustrates selected historical events

H.6.3.13: Identify the causes for the establishment of the thirteen colonies (e.g., gold, tobacco, religion)

H.6.3.8: Compare *artifacts* from events in various periods of history

H.6.2.6: Determine how photos and documents are used to gather information about the past.

Common Core:**Reading Standards for Informational Text**

CC3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC3RI2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC3RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Speaking and Listening Standards

CC3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC3SL1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC3SL2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

CC3SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

CC3SL4a. Read on-level text with purpose and understanding.

Writing Standards

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CC.3.W.3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.3.W.3.d. Provide a sense of closure.

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

3 rd grade: Aligned with Literacy Lesson 13		
Week 15		Activities/Materials/Resources
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		
Essential Question 1. What happens when cultures meet?		
Guiding Questions 1. What was the Indian Removal Act of 1830? 2. Why were the Cherokee forced on the Trail of Tears and what was it like? 3. What did President Jackson's speech reveal about his viewpoint of the Native Americans? 4. What did the poem "Trail of Tears" and the picture reveal about results of the Indian Removal Act?		
Social Studies Focus : Trail of Tears Indian Removal		
Literacy Focus: Skill: Compare & Contrast Strategy: Analyze/Evaluate Genre: Legend, Informational Text Writing: Narrative Imaginative		
Writing: Write a narrative about a typical day along the Trail of Tears as a Cherokee Indian. It can be in the form of a story, diary, or journal.		
Vocabulary : Indian Removal Act 1830 Trail of Tears President Andrew Jackson Territory Cherokee		
ASSESSMENT: Poetry, Picture, Map, and Quote Analysis. Use evidence from the picture, graphic, or text to answer questions. (These Natives Have to Go Lesson) Write a narrative from the perspective of a Cherokee man, boy, or child about a day on the trail. Retell a Cherokee legend read.		

	<p>make room for the modern cities and towns. Using the facts of the times as they are recorded, ask the students for alternative solutions to moving the Cherokee.</p> <p>How Far is 1,000 Miles? The purpose of these activities will be to expose students to the physical reality of distance measurements as they are expressed on a map and then utilize that understanding to gain comprehension of how far the Cherokee had to walk. These activities may take several class sessions to complete.</p> <p>First, introduce or review basic units of measure up to one mile. As a group activity, measure visual distances including the school hallway, the distance across the recess yard and the length of the school.</p> <p>Then, using printed maps, introduce concepts of scale and ask students to measure map distances from the school to known landmarks as far out as one mile. If possible, take a walking field trip to the landmark.</p> <p>Finally, using Google Maps in satellite view, review the Trail of Tears journey. Highlight the length of the trip by relating to the one-mile known landmarks in your school community.</p> <p>Ask students to observe how many mountains and rivers had to be crossed to make the trip.</p> <p>Living in Nature Using age-appropriate resources including the computer, the school library and the students' own imaginations, ask the children to answer the following questions. "Where did the Cherokee find food?" "How did the Cherokee stay dry and warm?" "How did the Cherokee make their clothes?" "How did the Cherokee communicate long distances?" "What does nature provide that would help me if I had to walk 1,000 miles without going inside?"</p> <p>Roop, P. and C. If You Lived With the Cherokee. USA: Scholastic, 1995. ISBN 0-590-95606-x</p> <ul style="list-style-type: none"> • Read and discuss the reasons for the Cherokee removal from their land. Book: If You Lived With the
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	<p>Cherokee by P. and C. Roop (pp.68-71) Name the ways the Cherokees traveled to Indian Territory. (boat, walk, wagons, horses) What did the soldiers say about what they could take? (You can take only what you can carry.)</p> <ul style="list-style-type: none">• Tell the students to imagine that they must leave their home now. Hold up a brown grocery sack to indicate the size and tell students that everything they take must fit in the sack. Remind students that they must take things essential to life. (Example: food, clothing, shelter, etc.) Students will draw a sack and the items they would take on the journey. <p>Roop, Peter. Ahyoka and the Talking Leaves. New York: Lothrop, Lee & Shepard Books, 1992. ISBN 0-688-10697-8</p> <p>Ross, G. How Turtle's Back Was Cracked. New York: Dial Books For Young Readers, 1995. ISBN 0-8037-1729</p>
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STANDARDS**Social Studies SLEs:**

H.6.3.8: Compare *artifacts* from events in various periods of history

H.6.3.10: Examine land development and its impact on a community

H.6.2.6: Determine how photos and documents are used to gather information about the past.

Common Core:**Reading Standards for Literature**

CC3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC3RL3 Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.

CC3RL6 Distinguish their own point of view from that of the narrator or those of the characters

Reading Standards for Informational Text

CC3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC3RI2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC3RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

CC3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC3SL2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

CC3SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

CC3SL4a. Read on-level text with purpose and understanding. requested detail or clarification.

Writing Standards

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CC.3.W.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CC.3.W.3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.3.W.3.d. Provide a sense of closure.

CC.3.W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

3 rd grade: Aligned with Literacy Lesson 14			
Week 16 Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources	
Essential Question What can we learn about a culture through its celebrations? Guiding Questions 1. How and when do different cultures celebrate the New Year? 2. Who immigrated to America? 3. What makes America diverse?		Weekly Correlated Lessons: What Can We Learn About a Culture through Its Celebrations Lesson <ul style="list-style-type: none"> • New Year Customs PowerPoint • Teacher selected fiction and nonfiction books New Years Day different cultures. • New Year's Tradition Class Matrix 	
Social Studies Focus :		Literacy Focus:	
What Makes our Community Diverse? New Year's Celebrations Immigration		Skill: Author's Purpose (Author's Reasons for Writing) Strategy: Summarize Genre: Informational Text Writing: Imaginative Narrative	
Writing:		Vocabulary :	
Write an imaginative narrative about celebrating the New Year in another country. Include content that you learned about the ways that the people in that country celebrate it.		Prejudice Ethnic group Diverse Migrate Multicultural Tradition Population Holiday Culture Density Immigrant Festival	Journeys—CLLG p. 66 Author's Purpose—Use trade books on how different cultures celebrate the New Year to teach this skill. Identify the author's reason for writing the book and provide clues to support why you think this. Use the textbook to discuss people coming to America and how we became a diverse nation. SS text pp – 318 -321 – “Dreaming of America, An Ellis Island Story” SS text pp – 324-329 – “Moving to New Places”
ASSESSMENT:		Note: Writing assignment and assessments will continue into the next week.	
Three New Year Resolutions—Choose one and develop a plan for how you will accomplish this resolution. ___ has the best way to celebrate the New Year. Support your opinion with facts on how this culture or country celebrates the New Year. Choose one of the following (See this week's lesson for directions): Continue working on this through the next week. 1. Create poster for celebrating the New Year in one of the cultures you read about. 2. Create a travel brochure about a country you have studied.			

STANDARDS**Social Studies SLE's**

G.2.3.2: Identify *cultural* traits of *ethnic* groups that live in Arkansas

G.2.3.1 Discuss several customs in the United States and tell how they originated.

Common Core:**Reading Standards for Informational Text**

CC3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC3RI2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CC3RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Speaking and Listening Standards

CC3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC3SL1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC3SL1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC3SL2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

CC3SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

CC3SL4a. Read on-level text with purpose and understanding.

Writing Standards

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CC.3.W.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CC.3.W.3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.3.W.3.d. Provide a sense of closure.

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

3 rd grade: Aligned with Literacy Lesson 15		
Weeks 17 and 18 Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
Essential Question What can we learn about a culture through its celebrations? Guiding Questions 1. How and when do different cultures celebrate the New Year? 2. Who immigrated to America? What makes America diverse?		Weekly Correlated Lessons: What Can We Learn About a Culture through Its Celebrations Lesson Journeys—CLLG MINILESSON Understanding Characters Use trade books on celebrations from different cultures or stories about immigrants that came to our country to teach this lesson. SS text pp – 318 -321 – “Dreaming of America, An Ellis Island Story” SS text pp – 324-329 – “Moving to New Places”
Social Studies Focus :	Literacy Focus:	
What Makes our Community Diverse? New Year’s Celebrations Immigration	Skill: Understanding Characters (<i>What Characters Say & Do/How Characters Change</i>) Strategy: Infer/Predict Writing: Editing, Revising, Publishing	
Writing:	Vocabulary :	
Write an imaginative narrative about celebrating the New Year in another country. Include content that you learned about the ways that the people in that country celebrate it. (Continue work on story from Lesson 14)	Prejudice Ethnic group Diverse Migrate Multicultural Tradition Population Holiday Culture Density Immigrant Festival	
ASSESSMENT:		
Write an imaginative narrative about spending New Years in a new country. Three New Year Resolutions—Choose one and develop a plan for how you will accomplish this resolution. ____ has the best way to celebrate the New Year. Support your opinion with facts on how this culture or country celebrates the New Year.		

<p>Choose one of the following (See this week's lesson for directions): Continue working on this through the next week.</p> <ol style="list-style-type: none"> 1. Create poster for celebrating the New Year in one of the cultures you read about. Create a travel brochure about a country you have studied. 	
STANDARDS	
<p>Social Studies SLE's G.2.3.2: Identify <i>cultural</i> traits of <i>ethnic</i> groups that live in Arkansas G.2.3.1 Discuss several customs in the United States and tell how they originated. Common Core: Reading Standards for Informational Text CC3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers CC3RI2 Determine the main idea of a text; recount the key details & explain how they support the main idea. CC.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CC3RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. CC3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). CC3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently Speaking and Listening Standards CC3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. CC3SL1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CC3SL1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CC3SL2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally CC3SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace. CC3SL4a. Read on-level text with purpose and understanding.</p> <p>Writing Standards CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p>	

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